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Ministry of Education
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Consultation Paper

on the

Integration

of

Exceptional Pupils

AN INVITATION TO RESPOND

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1. BACKGROUND

A. Beliefs About Children

The Ministry of Education holds certain fundamental beliefs with respect to the education of children. These include the belief that all Ontario children should receive a publicly supported elementary and secondary education in a school in Ontario, which enables them to achieve their full potential, and that all children should be treated with dignity and respect in a supportive and caring environment.

The ministry also believes that exceptional pupils should:

- receive appropriate special education programs and services;
- have access to the most enabling setting that will meet their needs;
- have regular opportunities to interact with their peers, to enjoy the life of the school, and to participate in local community activities.

B. The Context for Change

Ontario society is undergoing changes that are dramatically altering the world of today's children. The racial, ethnic, cultural, and linguistic diversity of the province is growing. People are becoming increasingly mobile. Family structures and family support systems are shifting. Values are changing, new technologies are appearing, and the influence of the media has penetrated into all areas of life. As society changes, so do the educational needs of children, including those of exceptional pupils.

In recognition of the changes in society and their impact on the needs of children, there is a need to review and revise the structure and programs in our schools. The challenge facing the government and school boards is to make changes at a time when Ontario is experiencing a severe recession.

C. Past and Present Practices in Special Education

Ontario has a long-standing tradition of providing special education programs for exceptional pupils. Before the 1980 legislation known as "Bill 82", however, educational provisions for such pupils varied considerably across the province. Provincial government funding for special education was available, but at a lower level than it is today. As a result, some school boards provided special education programs for exceptional pupils, and some did not.

Provincial residential school programs for anglophone deaf, blind, and deaf-blind pupils also have a lengthy history in Ontario. The Ministry of Education currently operates four Provincial Schools as well as three Demonstration Schools for pupils with severe learning disabilities. One additional program for francophone pupils is offered under contract with the University of Ottawa.

In 1980, with the passage of Bill 82, exceptional pupils were guaranteed access to education. Through the leadership of school boards, in continued co-operation with the Ministry of Education, the expansion of a variety of exemplary programs and practices occurred. All school boards now provide, or purchase from other school boards, special education programs and services for all exceptional pupils. Today in Ontario, special education is a well-developed and integral part of the regular educational system.

2. THE MINISTER'S STATEMENT REGARDING INTEGRATION AS THE NORM FOR EXCEPTIONAL PUPILS

In keeping with the commitment to meet the broadest possible range of pupils' needs, on May 28, 1991, the Honourable Marion Boyd, then Minister of Education, made the following announcement:

> ***The integration of exceptional pupils into local community classrooms should be the norm in Ontario, wherever possible, when such a placement meets the pupil's needs and when it is according to parental choice.***[1]

Integration, that is, the provision of instruction for an exceptional pupil in a regular classroom, is already a well-established trend in Ontario. In 1985, 53 per cent of all exceptional pupils were enrolled in regular classes for more than 50 per cent of the school day. In 1990, 66 per cent of the 156 342 pupils identified as exceptional were enrolled in regular classes for more than 50 per cent of the school day.[2]

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[1] For definitions of the terms used in the Minister's statement and other terms used throughout this consultation paper, see Appendix B.

[2] For 1990 statistical information on the integration of exceptional pupils enrolled in regular classes, see Appendix A.

The intent of the direction announced by the Minister is to provide increased opportunities for integration within the context of a range of placement options for exceptional pupils. School boards would be expected to provide integration for exceptional pupils in the regular classes of a local community school. The local community school, in many instances, may not be a pupil's neighbourhood school. Rather, there might be one or more schools designated by the school board where resource personnel and equipment are available to support the pupil and/or classroom teacher. These local community schools would be physically accessible, as needed. The ministry believes that integration should be an option that is considered for every exceptionality. It is, however, recognized that integration is not always appropriate or possible, and that it should be subject to certain conditions.

First, the term "wherever possible" implies that implementation of "integration" as "the norm" will take place over an extended period of time and within the financial and human-resource capabilities of a school board. In view of current economic conditions in Ontario, the goal may take longer to achieve than any of us -- the Ministry of Education, school boards, parents, and students -- would like.

The second condition is that integration will meet the needs of the pupil. Who determines what those needs are and how those needs can be met are critical issues on which public input is requested in this consultation paper.

The third condition relates to parental choice. "According to parental choice", in the context of the Minister's statement, means with respect for parental wishes or preferences to the fullest extent possible. When a parent requests that his or her child be placed in a regular class, the decision regarding the placement of the pupil should usually rest with the parent if the pupil does not have a severe disability and if such placement requires no additional resource provisions.

When special resource provisions related to availability, costs, and safety are required, whether these provisions are to enable a pupil to benefit from integration, from small-group instruction outside the classroom, or from the more resource-intensive special education class, a process is required to make a placement decision. During that process of decision making, the wishes and preferences of the parent(s) are as important as are the opinions of educators.

When integration becomes the norm, many exceptional pupils currently enrolled in special education classes will be enrolled in regular classes and will have opportunities to receive instruction in regular classrooms for the majority of the school day, up to and including the entire school day, subject to the stated conditions. When such enrolment in a regular class is not possible or appropriate, it is intended that partial integration will be provided.

There are many reasons for proposing "integration as the norm". The most important include the following:

i) The integration of exceptional pupils benefits both society and the pupils. Integration enables all pupils to understand disabilities and to develop respect for others. For some exceptional pupils, integration into a regular class is an important first step towards integration into society.

ii) Pupils derive benefits from being educated in local community schools where they can participate with their peers in community activities. An integrated placement provides increased opportunities for socialization. Such placement also enables many exceptional pupils to develop greater self-esteem and a better sense of belonging.

iii) Integration is the norm for non-exceptional pupils in Ontario. As a matter of equity, therefore, exceptional pupils should have access to integration as a placement option, if it meets their needs.

3. PARTNERSHIP WITH PARENTS

Understanding a pupil's needs is a necessary first step towards meeting those needs. A pupil's behaviour, academic performance, and achievement are affected by a variety of factors. Knowledge about such things as a pupil's learning style, cultural background, and linguistic background is important in developing an appropriate program and services, and in determining the best educational setting for the pupil.

The knowledge, experience, and opinions of parents, and of the pupils themselves, are highly relevant to the process of evaluating pupils' needs.

Currently, an Identification, Placement, and Review Committee (IPRC) has the authority to identify whether a pupil is (or is not) exceptional and to determine an appropriate placement. An IPRC consists of at least three representatives (usually educators) appointed by the school board.

Ontario Regulation 554/81 outlines the procedures to be followed by such a committee. A parent guide, which is available at every school within a jurisdiction, explains IPRC and appeal procedures, and delineates several parental rights, including the right to request an IPRC meeting, the right to have an interview with the committee, and the right to an appeal if parents do not agree with the committee's decision.

IPRC meetings are held annually to review the needs of every exceptional pupil in Ontario, and more frequently if parents or the principal has concerns about the exceptional pupil's placement. Approximately 160 000 IPRC meetings are held in Ontario every year.

Many parents are concerned that the IPRC process is intimidating, that minimal opportunity for parental participation is provided, and that school board guides for parents do not fully inform them of their rights and responsibilities. Those parents who believe that exceptional pupils should be educated in a regular classroom setting question the value of having IPRC meetings.

Some educators have expressed concern that the IPRC process has created a very heavy and costly workload for key staff. They believe that much of this time could be used more productively in providing additional direct assistance to the pupil.

Parental and school board responsibilities are an equally important part of the identification, placement, and review process. Most important is the need for co-operation, which cannot be legislated.

The ministry recognizes the importance of developing appropriate procedures and mechanisms to make parents and pupils an integral part of the decision-making process and to promote communication with them about all aspects of education, including provisions for exceptional pupils.

This consultation paper provides an opportunity for parents and educators to review the current process, to respond to existing concerns, and to recommend ways to develop a better process for involving parents as partners.

Respondents are invited to answer the following questions:

1. What are the most important features of a process that will assist educators and parents to reach consensus on:

   a) the identification of the needs of an exceptional pupil?
   b) an appropriate placement?

2. What rights should parents or pupils have in such a process?

3. What should be the responsibilities of parents in such a process?

4. What should be the rights and responsibilities of school boards in such a process?

5. What would be the most helpful way to resolve disagreements about identification and/or placement?

4. A RANGE OF PLACEMENTS

Currently, the ministry encourages school boards to provide a range of placements for exceptional pupils, which includes placement in a regular class with program modifications, placement in a small group for instruction within the regular classroom or on a withdrawal basis, placement in special education classes, and, on occasion, a residential placement in a Provincial or Demonstration School.

Some researchers and educators, and some parents of exceptional pupils, advocate full integration and question the need for a range of placements. Research does show that full integration has superior social and learning outcomes for many (though not all) exceptional pupils. Practical experience in Ontario supports the research findings.

However, other educators and parents of exceptional pupils enrolled in special education classes value that placement option. They point out that a special education class is designed to provide resources at a more intensive level than is usually possible in a regular class. Smaller enrolments in special education classes allow specially qualified teachers to interact more frequently with individual pupils.

At present, there is inconsistency among school boards in the range of placements available to exceptional pupils. Some school boards may deny exceptional pupils placement in regular classes; other school boards may deny exceptional pupils placement in special education classes.

It is anticipated that a range of placement options will continue to be needed, even after the implementation of the initiative on integration as the norm. The purpose of the initiative is to increase opportunities for the integration of exceptional pupils within a range of placement options. Within this context, it is helpful to obtain public input.

Respondents are invited to answer the following questions:

1. Should the Ministry of Education:

   a) require school boards to provide, directly or through purchase of service, a range of placements for exceptional pupils?

   b) encourage school boards to provide a range of placements for exceptional pupils?

2. If, in your opinion, (a) is the preferred direction, please specify how such a requirement might be modified to suit remote areas where it may be difficult to implement.

5. SCHOOLS AND CLASSROOMS

A. Teacher Preparation

The classroom teacher's attitude, commitment, and professional expertise are central to the successful integration of exceptional pupils. Currently, student teachers have limited exposure to programs in special education. The Ministry of Education requires that certificated teachers have at least Part I of special education qualifications in order to teach exceptional pupils in a special education class or a resource withdrawal setting. No additional qualifications beyond basic teacher certification are required to teach exceptional pupils in a regular classroom setting.

Since teacher attitude and expertise play such a critical role in meeting the needs of exceptional pupils, issues raised by both parents and teachers have underlined the need for teacher training and in-service programs to assist teachers with:

- developing appropriate attitudes and sensitivities to the abilities, needs, and concerns of exceptional pupils and their families;
- understanding specific exceptionalities;
- developing appropriate programs and adapting existing programs to meet the needs of exceptional pupils;
- designing effective classroom strategies;
- developing effective assessment and evaluation procedures.

Providing appropriate in-service training and professional-development activities for principals, paraprofessionals, and administrators is also important. As well, there is a need to increase the awareness and understanding of parents.

Teachers who have experience with integration point out, in retrospect, that the greatest challenge for them was, simply, the fear of the unknown. It seems reasonable to expect that teacher education and professional-development activities can be provided to increase the knowledge base and confidence of teachers to enable them to perform more effectively in their teaching role.

Respondents are invited to answer the following questions:

1. What changes should be made in the preservice programs for teachers to facilitate integration as the norm?

2. What types of in-service programs related to integration should be developed for teachers?

3. What types of in-service programs related to integration should be developed for principals, paraprofessionals, and administrators?

4. What types of programs would help to increase the awareness and understanding of parents?

B. Resources

The education of exceptional pupils may require some level of resource support for the teacher, the pupil, or both. The amount and type of support needed varies from setting to setting, and from pupil to pupil. Each school board has the ultimate responsibility for determining the extent of resource support that can be provided within its financial capabilities.

The types of resources that may be needed for pupils in an integrated setting include:

- physical resources, such as:
  - modified facilities (e.g., washrooms, elevators, ramps);
  - specialized equipment (e.g., change tables, hearing aids, wheelchairs);
  - special-format materials (e.g. braille, large-print reference materials);
- human resources, such as:
  - health professionals (e.g., nurses, hearing specialists);
  - social-service professionals (psychologists, psychometrists, social workers);
  - teacher's assistants;
  - volunteers from community groups.

Concerns about resource allocation focus on the level of support needed, as well as on how the support should be assigned. Some parents and educators express the view that greatly increased resources are needed in an integrated setting; others maintain that only more effective reallocation of existing resources is required. Questions have also been raised about whether a teacher's assistant should be assigned specifically to an exceptional pupil or in general to a classroom or to a school.

Decisions about such questions have significant implications for staffing and funding. It is absolutely critical that the available resources be deployed in the most effective and efficient manner possible. From 1985 to 1990 the number of teacher's assistants employed by school boards increased by more than 126 per cent. While it is recognized that exceptional pupils may require some level of resource support, it is, given the present

economic climate, unrealistic to expect that teacher's assistants will be assigned on a per-pupil basis. There is a need to share and to make the best possible use of existing resources, particularly in this time of economic constraint.

Respondents are invited to answer the following question:

1. How should resource support be allocated to implement integration as the norm?

C. Class Size

At present, Regulation 262, section 35, specifies maximum sizes for special education classes. The maximum class sizes are 6, 8, 10, 12, 16, or 25, depending on the exceptionality identified. For regular classes, other than Grades 1 and 2, responsibility for determining class size rests with school boards. Opinions vary about whether special education and regular class sizes should be regulated.

According to some educators and parents, specified maximum enrolments in special education classes are arbitrary, inconsistent, and unrelated to the actual needs of pupils. Furthermore, regulatory requirements for class size limit the extent to which school boards can exercise flexibility in the organization and delivery of special education programs and services. According to other educators, as well as parents of some exceptional pupils and associations representing such pupils, regulation of the size of special education classes is necessary to ensure the high level of teacher-pupil interaction required by some pupils.

A large percentage of exceptional pupils are already integrated to some extent in regular classes, and this trend is increasing. Teachers express concerns that, unless regular class sizes are regulated, integration will make it more difficult to manage regular classes, to develop and deliver appropriate programs, to cope with the diversity of needs, and to liaise and communicate effectively with parents who have a wide range of expectations for their children. Any decision to regulate the maximum size of regular classes (beyond Grade 2) would require a significant increase in expenditures, which cannot be accomplished under current economic conditions. Therefore, other ways must be found to address these concerns.

Respondents are invited to answer the following question:

1. Should the Ministry of Education continue to regulate the size of self-contained classes for exceptional pupils?

D. The Restructuring of Education

It is a basic policy in Ontario that individual differences are to be accommodated to the greatest extent possible within the education system. Curriculum implementation requires careful and perceptive adaptation of courses and programs, a constant awareness of standards, flexible organizational structures, and, for exceptional pupils, supportive special education programs and services.

Some parents have expressed concerns that secondary schools are too subject-oriented and rely too heavily on a direct-instruction method of teaching that is not responsive to the needs of exceptional pupils.

Integration at the senior elementary and secondary levels may be facilitated to some degree by the current review of the structure of programs in education. This review is designed to promote equity by seeking to remove obstacles that may prevent some students from succeeding. The government proposes to establish a core curriculum in Grades 7, 8, and 9. Enhanced provision for flexible and informal groupings of students will allow for more personalized instruction and appropriate remediation and enrichment activities.

Respondents are invited to answer the following question:

1. What changes in organization and program are needed in secondary schools to facilitate greater responsiveness to the needs of exceptional pupils?

6. THE BUILDING OF ADDITIONAL PARTNERSHIPS

A. The Role of the Community

The local community should play a significant role in influencing the direction of special education in a jurisdiction.

Currently, each school board has a Special Education Advisory Committee (SEAC) that makes recommendations to the school board regarding matters related to special education. The committee has responsibility to ensure that those recommendations reflect the views of the local community.

Bill 114, which received First Reading in the Legislature on May 30, 1991, proposed that a minority-language section of a school board, where it wishes to do so, be given the authority to establish its own SEAC. This bill died on the order paper when the Legislature ended its session in December 1991.

Some members of SEACs perceive that school boards do not give adequate consideration to the views and recommendations of the committee. Some school board representatives express the view that SEAC members should focus, to a greater degree, on the needs of the wider community.

The consultation on integration provides an opportunity to review the current advisory committee process, to respond to the concerns, and to suggest ways to provide for more meaningful involvement of the community.

Respondents are invited to answer the following questions:

1. Should the Special Education Advisory Committee process be retained?

2. a) If so, how should the process be improved?
   b) If not, what alternative process would ensure community involvement in special education matters?

3. In what ways can local organizations and agencies assist in the integration of exceptional pupils into regular classes and in their transition to community living?

B. Opportunities for Exceptional Pupils With Developmental Disabilities

Parents of pupils with developmental disabilities are concerned that, at present, their children have the right to attend school only until age twenty-one. They view this limitation on attendance as arbitrary and unfair, particularly for those pupils with severe developmental disabilities who are not ready at age twenty-one for employment or for independent living in the community.

Parents feel that there is inadequate time for these pupils to acquire the academic and social skills needed for transition to employment and/or independent living in the community.

The Ministry of Education recognizes the need for all pupils to have a comparable length of time to attend school, without payment of a fee. Bill 114 proposed to delete all references to "trainable retarded" from the Education Act. Bill 114 would have recognized all exceptional pupils as elementary or secondary pupils. Under this proposal, an exceptional pupil with a developmental disability who was designated by the principal to be a secondary pupil would have had the right to attend school for a total of seven years after completing elementary school.

Many educators have indicated that additional curriculum guidelines designed to meet the needs of students with developmental disabilities are required. They believe that there should be some form of credit equivalency for courses offered to these students. In their opinion, some form of recognition should accompany the successful completion of the secondary program.

Respondents are invited to answer the following question:

1. Should there be some form of recognition and credit equivalency provided for pupils with developmental disabilities?

C. Co-ordination of Services

To benefit from integration, some pupils with medical or treatment needs may require additional support services that are beyond the educational mandate of school boards. Co-ordination is required to ensure that these services are available and provided at an adequate level by the local agencies that operate under the authority of other ministries. Currently, the Ministry of Health, through its local Home Care programs, provides funding for nursing services, occupational therapy, physiotherapy, and speech-language pathology services to more than 11 000 pupils in school settings. As part of this co-operative venture in school health support services, school board staff participate in the daily routine of some exceptional pupils, administering oral medication and assisting with mobility, feeding, toiletting, and speech correction. Similarly, the Ministry of Community and Social Services provides residential and day programs, through its funded agencies, for about 6000 pupils who cannot attend school because of their need for care, treatment, and security.

Some parents and teachers express the concern that support services are not adequate. In addition, some parents have difficulty in accessing treatment services, and many educators are of the opinion that the government's current position on catheterization and suctioning places an unfair burden on school boards.

This consultation paper provides an opportunity to review the support services available to students, and to recommend how school boards can build partnerships with local service agencies and, by so doing, provide effective and cost-efficient delivery of support services.

Respondents are invited to answer the following question:

1. How can the co-ordination and delivery of support services for exceptional pupils be improved?

7. FUNDING

Additional funding for special education programs and services is provided through the general legislative grants to school boards. In 1991, the special education portion of the basic per-pupil grant was $274 for elementary pupils and $203 for secondary pupils.

A call for change almost reflexively brings a call for increased funding. Many people believe that integration requires substantial increases in short-term and long-term funding, especially if pupils with significant disabilities are to have sufficient support in the regular classroom. Others maintain that effective reallocation of resources will suffice.

The Treasurer has made it clear that, because of the economic climate, the province has very limited resources to increase the amount of funding available to school boards and other transfer-payment recipients. School boards, therefore, will be expected to continue to integrate exceptional pupils within current funding allocations.

To meet our goals within the constraints of current economic realities, it is essential that both the Ministry of Education and the school boards draw up long-range plans, and establish jointly a realistic timetable for implementation.

Priorities may have to be reassessed, and existing resources reallocated. The government's recent and ongoing experiences in reassessing provincial priorities and reallocating scarce provincial resources have made us highly sensitive to the dilemmas school boards will be facing. There are many valid priorities in education today, and the ministry appreciates that the decisions involved will not be easy for boards to make.

Full implementation of this integration initiative will require the financial and human-resource commitments of various ministries and local agencies. Students today have diverse needs, many of which go beyond the mandate of education. As partnership arrangements are established, increased numbers of exceptional pupils will have access to the treatment or health-care supports they may require to benefit from a regular class placement.

Respondents are invited to answer the following question:

1. How can integration as the norm be implemented within the constraints of the current economic climate?

8. SUMMARY

An enlightened society, recent human rights legislation, and the evolution of special education in Ontario are three factors that have contributed to the popularity of integration. In response to this trend, which is already well under way, the Ministry of Education's intent is to make integration a normal practice in our schools.

Integration is a measurable indicator of fairness. It calls for a fair distribution of resources in special education, fair access to educational opportunities, and fair outcomes for each pupil.

Integration is not mainstreaming. It will not be an appropriate placement for all exceptional pupils, and it will not jeopardize the status of the range of placements currently available.

Integration is a reasonable expectation in a community that tolerates different points of view and values the opinions and insights of parents. Integration supports the broadly based principle that pupils should be educated in as normal a setting as possible, when such a placement meets their needs.

Successful integration takes time: it is accompanied by a comprehensive plan, well-prepared teachers, and positive attitudes. It requires an infrastructure of resource supports that will be obtained primarily by making increased use of existing services and by finding better ways to provide such services. To be fully implemented, integration will depend upon the establishment of additional partnerships and on a resource base that extends beyond the realm of education. The task is challenging, difficult, and complex, but by working together we shall make integration the norm in this province.

PER CENT AND NUMBER OF EXCEPTIONAL PUPILS ENROLLED IN REGULAR CLASSES

SEPTEMBER REPORT, 1990

(Pupils enrolled in school board programs only)

EXCEPTIONALITY	INTEGRATED IN REGULAR CLASSES		PUPILS IN SPECIAL EDUCATION CLASSES	TOTAL NUMBER OF EXCEPTIONAL PUPILS
	%	#	#	#
Low Vision/Blind	89	613	77	690
Orthopaedic	81	1 111	255	1 366
Learning Disability	75	54 251	18 434	72 685
Speech and Language	71	6 159	2 505	8 664
Autism	70	1 455	626	2 081
Gifted	68	22 622	10 518	33 140
Hard of Hearing/Deaf	68	1 389	654	2 043
Behaviour	60	5 577	3 734	9 311
Multiple	46	1 991	2 371	4 362
Educable Retarded	43	6 831	9 132	15 963
Trainable Retarded	10	601	5 436	6 037
TOTAL	**66**	**102 600**	**53 742**	**156 342**

TABLE 2

PER CENT AND NUMBER OF EXCEPTIONAL PUPILS ENROLLED IN SPECIAL EDUCATION CLASSES WHO RECEIVE PARTIAL INTEGRATION

SEPTEMBER REPORT, 1990

(Pupils enrolled in school board programs only)

EXCEPTIONALITY	PARTIAL INTEGRATION		FULL-TIME IN SPECIAL EDUCATION CLASS	TOTAL NUMBER IN SPECIAL EDUCATION CLASSES
	%	#	#	#
Orthopaedic	60	154	101	255
Learning Disability	59	10 897	7 537	18 434
Speech and Language	57	1 429	1 076	2 505
Hard of Hearing/Deaf	52	340	314	654
Autism	51	318	308	626
Behaviour	46	1 737	1 997	3 734
Low Vision/Blind	45	35	42	77
Multiple	37	887	1 484	2 371
Gifted	35	3 719	6 799	10 518
Educable Retarded	33	3 032	6 100	9 132
Trainable Retarded	18	971	4 465	5 436
TOTAL	**44**	**23 519**	**30 223**	**53 742**

APPENDIX B: Glossary of Terms Used in This Paper[3]

According to Parental Choice	"According to parental choice" means with respect for parental wishes or preferences to the fullest extent possible.
Bill 82	The Education Amendment Act, 1980 (Bill 82), is an act that requires school boards to provide or purchase from another board special education programs and services for their exceptional pupils.
Credit	A credit is granted to a student by a principal in recognition of the successful completion of a course in a secondary school for which a minimum of 110 hours has been scheduled.
Diploma	A Secondary School Diploma (OSSD) is granted by the Minister of Education, on the recommendation of the principal of the school last attended, to a student who has earned a minimum of thirty credits, subject to requirements for compulsory and elective credit courses.
Exceptionality Identifications and Definitions (Education Act, section 8[2])	Currently, five categories and twelve identifications and definitions of exceptionality are prescribed in the Special Education Information Handbook, 1984.
Exceptional Pupil (Education Act, section 1[1], par. 21)	An exceptional pupil is one whose behavioural, communicational, intellectual, or physical needs, or a combination of these, as determined by a committee of the school board, in consultation with the parent(s), are such that the pupil may benefit from placement in a special education program.

[3] A few of these definitions have been adapted for clarity of language. For the legal definition, reference should be made to the relevant section of the Education Act or specific regulation noted.

Identification, Placement, and Review Committee (IPRC) (Regulation 554/81)

An Identification, Placement, and Review Committee is established by a school board to identify a pupil as exceptional (or not exceptional) and to determine and review the placement of an exceptional pupil, in consultation with the parent(s).

Integration

Integration is the provision of instruction for an exceptional pupil in a regular classroom.

Local Association (Education Act, section 182[1], par. c)

A local association of parents operates in the area served by a school board and is affiliated with a provincial parent association that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

Local Community Classroom

A local community classroom is a regular classroom in a local community school.

Local Community School

A local community school is one that is designated by the school board and has resource personnel and equipment, where necessary, to support the classroom teacher, and is physically accessible, as required. In many instances it may not be the neighbourhood school.

The Norm

The norm is the general pattern or model that forms the standard.

Parent Guide (Regulation 554/81, section 2[7])

A parent guide is issued by a school board for the use and information of parents regarding the board's procedures for the referral, identification, placement, and review of exceptional pupils, and the right of appeal. Copies of the parent guide are available at each school.

Range of Placements

A range of placements for exceptional pupils includes, but is not limited to, the following:

- Full integration is placement in a regular

classroom for the entire school day with support services provided to the regular teacher, or with individual or small-group instruction provided by a special education teacher within the regular classroom for a portion of the school day.

- Integration/Withdrawal is placement in a regular classroom, with specialized instruction provided by a special education teacher outside the regular classroom for a portion of the school day.

- Partial Integration is placement in a special education class, with integration in a regular classroom for a portion of the school day.

- Self-contained Class is placement in a special education class, a special school, or a residential Provincial or Demonstration School.

The Restructuring of Education

The restructuring of education refers to the general directions announced in April 1989 that have formed the basis for a review of the structure of programs in education. It includes all aspects of our education system, from junior kindergarten to the end of secondary school.

Special Education Advisory Committee
(Education Act, section 182)

A Special Education Advisory Committee comprises trustees, representatives of local associations, and others, and makes recommendations to the school board on special education matters.

Special Education Program
(Education Act, section 1[1], par. 63)

A Special Education Program is an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special Education Services
(Education Act, Section 1[1], par. 64)

Special education services are the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.